

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Sep 4 – 8, 2017

Week: 5

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):	<p style="text-align: center;"><b>Labor Day</b></p> <p style="text-align: center;"><b>No School</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:			Summative:
Tues	Standard(s):	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- No TOC prep <b>SUB – Ms Griffin</b></p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- Ms. Griffin explain work session requirements (Do the method you don't usually use)</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>)- Using either the Outline Method or the Cornell Notes Method take notes on Chapter 1, Section 1 from the Civics book (pp. 6 – 12). Turn in to Ms. Griffin by end of period. (We will review and breakdown how you did on Thursday)</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Make note of how difficult it was and discuss on Thursday</p> <p><b>Power Block (4<sup>th</sup> only):</b> read article, underline key ideas, circle unknown vocabulary (Place in individual folders)</p> <p><b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input checked="" type="checkbox"/> Cornell note OR <ul style="list-style-type: none"> <li>• Outline Method</li> </ul> <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A Notes turned in
	Purpose:			Summative:
Weds	Standard(s):	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- sign in to canvas platform</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- explain testing procedures</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>)- complete SGM for Tools and report your score to me</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- How much of what we have already covered did you remember?</p> <p><b>Power Block (4<sup>th</sup> only):</b> Complete Vocabulary in Context Sheet (into individual file)</p> <p><b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A
	Purpose:			Summative:  Pre-SGM for gauging current level of understanding pre course

Thurs	<b>Standard(s):</b>  <b>TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners.</b> b. Know and practice a variety of <b>study skills</b> to increase individual achievement.	<b>Do Now: Guided Instruction (We do)- hand back and prep Tuesday notes</b>  <b>Opening: Focused Instruction (I do)- explain work session</b>  <b>Work Session: Guided Instruction (We do)- break down the Chapter 1, Section 1 and discuss as we compare how you did your notes v others and suggestions</b>  <b>Closing: Guided Instruction (We do)- put your notes into your NB as number 13</b> <b>Power Block (4<sup>th</sup> only): Complete Cause and Effect Sheet and put in folder</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu X Cornell note OR <ul style="list-style-type: none"> <li>Outline Method</li> </ul> <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Notes in NB
	<b>Purpose:</b>  To understand how to identify and use a variety of study skills based on their learning styles and discipline being studied.			<b>Summative:</b>
Fri	<b>Standard(s):</b>  <b>TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners.</b> b. Know and practice a variety of <b>study skills</b> to increase individual achievement	<b>Do Now: Guided Instruction (We do)- if not done Thurs, put SUB – Ms. Griffin notes in NB as 13</b>  <b>Opening: Focused Instruction (I do)- Ms Griffin explains work session</b>  <b>Work Session: Collaborative Learning (You do together)- in pairs, Using one of the Concept Map ideas, take notes on Chapter 6, Section 4 (pp. 157 – 161). Turn in by end of period.</b>  <b>Closing: Guided Instruction (We do)- Which method was easier Tuesday options or today's?</b> <b>Power Block (4<sup>th</sup> only): Complete quiz on article; 1-8 only</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Concept Map</li> <li>Method of note taking</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Notes in NB <b>PB Quiz</b>
	<b>Purpose:</b>  To understand how to identify and use a variety of study skills based on their learning styles and discipline being studied.			<b>Summative:</b>